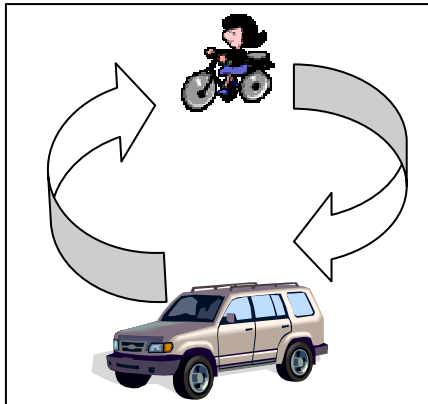
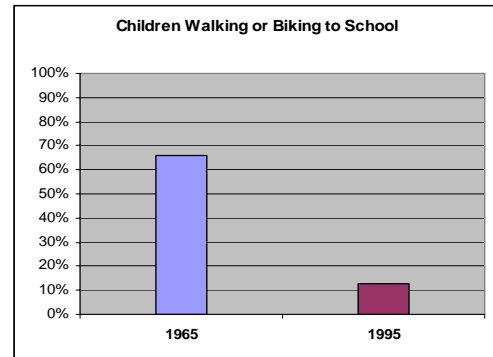


Introduction

Why Worry?

Effective habits are formed early in life. Instilling in our school-aged children a healthy lifestyle pays dividends both now and later. While our grandparents might have “walked 10 miles a day to school, uphill in both directions,” fewer of our children are walking to school at all. Thirty years ago, 2/3 of us walked or bicycled to school. Today, almost nine out of ten trips to school are made by car or bus. During this same period, the percentage of overweight children aged 6 to 11 has more than doubled.



We feed a vicious cycle when our children do not walk or bike to school:

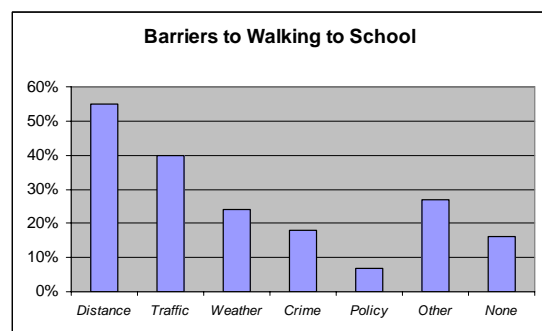
- We drive our kids to school to avoid having them walk or bike along or across busy streets;
- As more of us drive to school, street traffic around the school increases;
- As traffic increases, concerns about child safety escalates.

Our concerns about safety are fostering more traffic congestion and more traffic safety dangers, not to mention more air pollution, noise, and other ill-effects of automobile use. Most importantly, we are failing to take advantage of an

opportunity to create healthy lifestyles for our children.

What's the Solution?

In Utah as well as throughout the country, there are many barriers to allowing our children to walk to school. While we cannot control factors such as the weather, we do have some control over many of these concerns and barriers.



The safety of all road users, drivers or pedestrians alike, is a top priority of the Utah Department of Transportation. Concern for child safety is not limited to UDOT – it is shared by parents, school administrations, other state and federal agencies, and the Utah Legislature. Utah law requires the development of a **Child Access Routing Plan** by each elementary, middle, and junior high school. These Child Access Routing Plans are mechanisms for assisting schools in following appropriate traffic safety guidelines. Developing Child Access Routing Plans that follow basic traffic control requirements can greatly improve the safety of school-aged children and break the cycle of private automobile dependence beginning with our children.

What Can I Do?

UDOT cannot change current travel patterns by itself. Parents and school administrators must be proactive in the planning of safe routes to school. Each school must define the safest pedestrian routes and ensure that conflicts between buses, private vehicles, and pedestrians are minimized beginning with the school design. Each parent must be made aware of the safest route for their child to get to school and must teach their children about proper safety procedures. Together, we can work to ensure the health and safety of our children.

Schools, parents, local governments, and UDOT must all work together to improve the health and safety of our school aged children.

Utah's law for Child Access Routing Plans is designed to help schools take the first step toward developing a partnership with local governments and UDOT to improve the safety of school routes and to help promote healthy lifestyles for the next generation of Utahans. Assistance is also available through the Utah State Department of Health. None of us can meet this lofty goal of improving our children's health and safety alone, but together each of us must do our part.

Do I Really Need to Read This Whole Thing?

In a word, no. The rest of this CARP Toolkit is organized so that you can quickly find detailed information related to specific topics. Think of it as more of a reference guide than an instruction manual. It presents helpful information on how to develop a Child Access Routing Plan for your school. It is organized by the four major steps in developing a CARP:

1. Establishing a School Community Council
2. Performing an Inventory
3. Developing the Child Access Routing Plan
4. Distributing the CARP

Utah law identifies five elements to be included in each Plan:

- A. Consider On-Site Circulation
- B. Develop Route Map
- C. Develop Text Description of Map
- D. Consider Disabled and Special Needs Students
- E. Outline Areas of Concern

Each of these elements is described in more detail in Step #3.

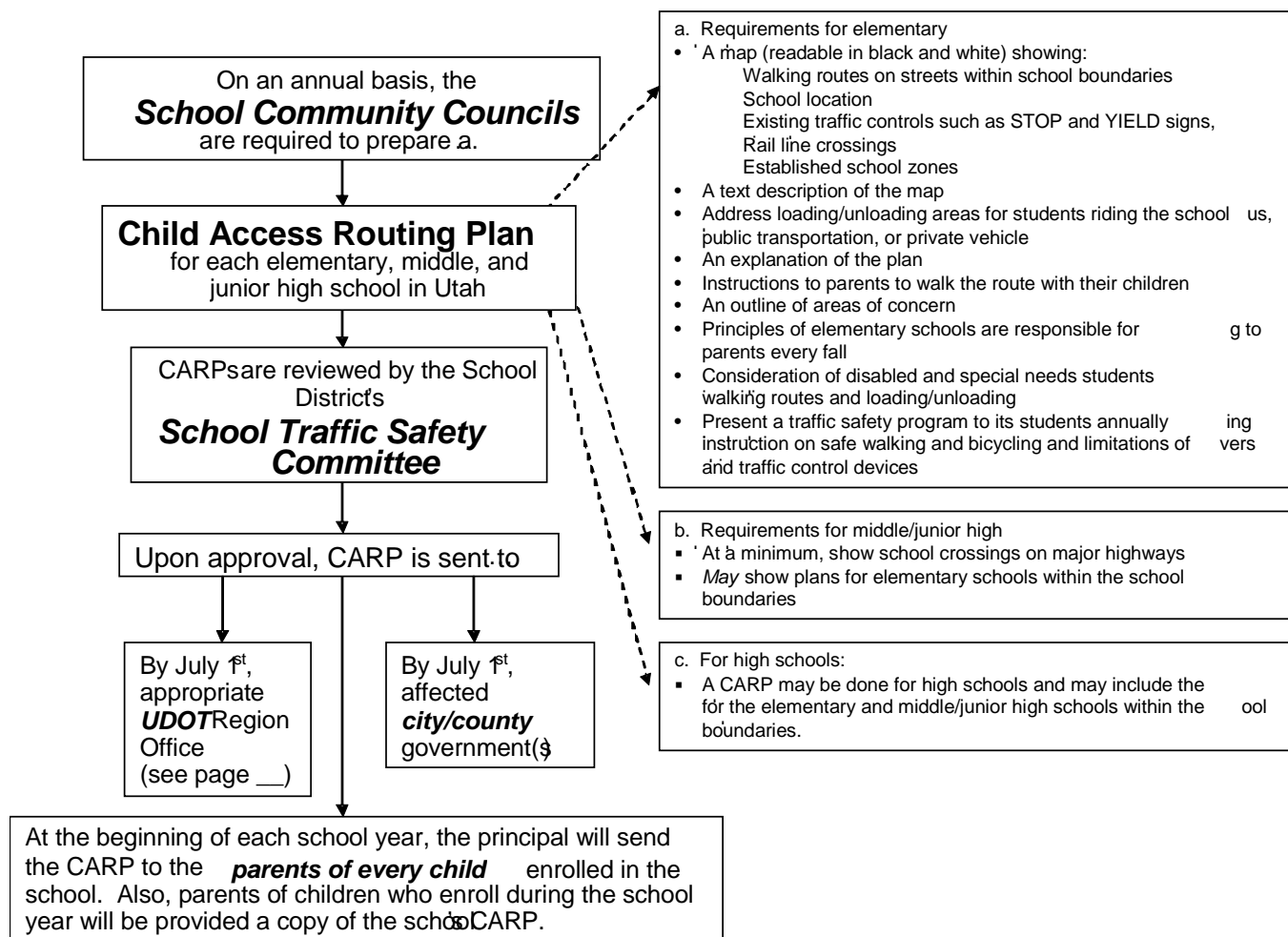
With that, let's get going....

What is Involved in Creating a Child Access Routing Plan?

Child Access Routing Plan Process and Requirements

Although state law requires the development of a CARP for elementary, junior, and middle schools, many have not yet done so because until now, resources to assist in making routing plans have been scarce and inconsistent. Routing plans are important not only because they identify the safest and best routes for students to walk and bike to and from school, but they are also required of schools if the school should want to implement a reduced speed school zone, crossing guards, or other safety measures. Without an effective child routing plan in place, UDOT and local jurisdictions are unable to make these changes that would make walking and biking to school safer for our children.

The chart below illustrates the process in which developing a Child Access Routing Plan takes place. While Utah law is specific in saying that elementary, middle, and junior high schools are required to develop CARPs, the requirements are fewer as students get older. The information contained within this toolkit provides detailed information on creating a CARP for an elementary school, although it could be used for a junior high or middle school as well.



1. Establish a School Community Council

The School Community Council is a body established by Utah code. The Council has diverse responsibilities and duties. There are specific requirements for the makeup of the Council. Details of these requirements can be found in Utah Code 53A-1a-108. School principals are required to serve on the School Community Council.

The School Community Council invites local law enforcement, local traffic engineering, and other interested groups or individuals to be part of the CARP development process and selects a timeframe for completing the CARP. Contact information for agencies that should be invited to participate is listed in Section ____.

Community Council Checklist:

Invite the following to assist the School Community Council in preparing the Child Access Routing Plan:

_____ Local law enforcement

_____ City or county engineering or public works department

_____ Representation from the school's Parent Teacher Association

_____ Interested parent representatives

_____ Interested school staff not already on School Community Council

2. Do an inventory of the school neighborhood

After establishing a timeframe for completing the CARP, the school community council conducts an inventory of existing pedestrian facilities within the school boundaries. The purpose of the inventory is to aid the school community council in selecting preferred walking routes. The best way to complete an inventory is mark all required and suggested items on the school base map provided at <http://udot.utah.gov/index.php/m=c/tid=1388>. To save time, preliminary access routes should be drawn on the base map so school staff/councilperson's time is not wasted inventorying routes that should not be included for obvious safety reasons. The inventory can be completed by walking or driving the area and collecting information of key elements directly on the base map. Photo or video-logging can also be used for data collection. Some public works agencies already have photo logs or may have the appropriate equipment available.

In addition to inventorying the neighborhood, it is also important to inventory the school property, particularly where cars and buses drop off and pick up students and where students that walk or bike enter the school property. School grounds are especially important to consider in your Child Access Routing Plan as this is where buses, cars, and pedestrians all come together, usually in small spaces and with people that are in a hurry.

Completing an inventory of existing pedestrian conditions is necessary to fulfill several requirements of the routing plan. Although inventorying existing pedestrian conditions is a major task, the data collected can be used in subsequent years. UDOT has created a software program, School Access Route Mapping Software (SARMS), specifically designed to assist schools in creating inventory and route maps. SARMS can be used to create an electronic inventory map that can be easily revised year after year. The software can be downloaded free-of-charge from UDOT's web site.

This section identifies the key elements that should be collected during an inventory. Some elements are required to be included in your Child Access Routing Plan, others should be collected in order to help create effective access routes. Table 1 shows inventory items and whether they are required to be included or suggested.

Table 1 – Required and Suggested Inventory Items

	Suggested Item	Required Item
School Crosswalk Zones		X
Reduced Speed School Zones		X
Narrow School Routes		X
Abutting School Zones		X
School Bus Loading Zones		X
Traffic Signals		X
Stop Signs		X
Yield Signs		X
Railroad Crossing		X
Loading / Unloading Areas	X	
Pedestrian Crosswalks	X	
Pedestrian Overpass / Underpass	X	
Dangerous Crossings	X	
Adult Crossing Guards	X	
Roads without sidewalks	X	
Damaged Sidewalks	X	
Sidewalk Curb Ramps	X	
Traffic Volume	X	
Traffic Speed	X	

Inventory Checklist:

School Zones *(for more information related to School Zones, see page __)*

_____ All school crosswalks are identified on the inventory map *(for more information, see page __)*.

_____ All reduced speed school zones are identified on the inventory map *(for more information, see page __)*.

_____ All narrow school routes are identified on the inventory map *(for more information, see page __)*.

_____ All abutting school zones are identified on the inventory map *(for more information, see page __)*.

_____ All school bus loading/unloading zones are identified on the inventory map *(for more information, see page __)*.

_____ All student drop-off zones (public transit, private vehicles) are identified on the inventory map.

Crossings *(for more information related to crossings, see page __)*

- _____ All signalized intersections are identified on the inventory map *(for more information, see page __)*.
- _____ All stop and yield controlled intersection are marked on the inventory map *(for more information, see page __)*.
- _____ All grade-separated crossings are identified on the inventory map *(for more information, see page __)*.
- _____ All locations with crossing guards are identified on the inventory map *(for more information, see page __)*.
- _____ All crossings with poor visibility are identified on the inventory map *(for more information, see page __)*.
- _____ All rail crossings are identified on the inventory map *(for more information, see page __)*.

Sidewalks and Multi-Use Paths

- _____ All existing sidewalks and multi-use paths are identified on the inventory map *(for more information, see page __)*.
- _____ All roads without sidewalks are identified in the inventory map *(for more information, see page __)*.
- _____ All broken and damaged sidewalks are identified on the inventory map *(for more information, see page __)*.
- _____ All pedestrian crossings without sidewalk ramps are identified on the inventory map *(for more information, see page __)*.

_____ The inventory includes all horizontal (such as park strips, ditches, etc.) and vertical (curbs) separation information for sidewalks (*for more information, see page 16*).

Traffic Data

_____ Traffic volume data has been collected for roads within the school boundary (*for more information, see page*).

_____ Posted speed limits are marked on the inventory map (*for more information, see page*).

Other Hazards

_____ Unique hazards such as steep hills, canals, or roads with high truck traffic are noted on the inventory map (*for more information, see page*).

School Zones

Traffic Controls for School Zones (TCSZ) defines School Zones as

- School Crosswalk Zones
- Reduced Speed School Zones
- Narrow School Routes
- Abutting School Zones
- School Bus Loading Zones

Your school may not have all of these types of zones. By law, the TCSZ mandates that School Zones only be located along child access routes as identified in the CARP. To retain existing School Zones or designate new School Zones, the first step is to document all School Zones on your Child Access Routing Plan. The signage for school zones is detailed below in order to help the school community council easily identify existing School Zones. **All School Zones are required to be identified in the Child Access Routing Plan.**

School Crosswalk Zones

School crosswalk zones are pedestrian crossings that are designed to protect children as they cross the road. Not all pedestrian crosswalks are school crosswalk zones. Pedestrian crosswalks are marked by the *Pedestrian Crossing Sign* (figure 3) while school crosswalk zones are located along child access routes, typically near schools, and are identified by a school crosswalk sign (figure 4). This sign is used in both a *School Advance Warning Assembly* and a *School Crosswalk Warning Assembly*. **The location of School Crosswalk Zones must be marked on your Route Map.**

Figure 3 – Pedestrian
Crosswalk Sign



Figure 4 – School
Crosswalk Zone Sign



Some school crosswalk zones will have an adult crossing guard. Adult crossing guards are required for elementary schools at:

- all Reduced Speed School Zones (see Section 2.1.2);
- School Crosswalk Zones at signalized intersection where the posted speed is 30 mph or greater; and,
- School Crosswalk Zones at roundabouts.

Where adult crossing guards are present, either cones or an In-Street School Crossing assembly (pictured below) are to be used. If no adult crossing guard is provided at required locations, the Reduced Speed School Zone or School Crosswalk Zone will be removed and the School Community Council is responsible for modifying the Child Access Routing Plan accordingly. The location of all School Crosswalk Zones with adult crossing guards should be identified on the Inventory Map.

Figure 5 – In-street School Crossing Assembly



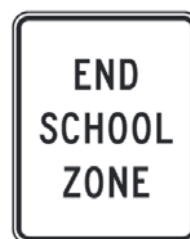
Reduced Speed School Zones

A Reduced Speed School Zone establishes a 20 mph speed limit near school crosswalk zone when the flashers are flashing. Reduced Speed School Zones are not used at traffic signals, stop signs, or roundabouts. Reduced Speed School Zones are marked with the *School Speed Limit Assembly* and the *END SCHOOL ZONE sign* (pictured below). For elementary schools, an adult crossing guard is required at all Reduced Speed School Zones. **The location of Reduced Speed School Zones must be marked on your Route Map.**

Figure 6 - Reduced Speed School Zone Assembly



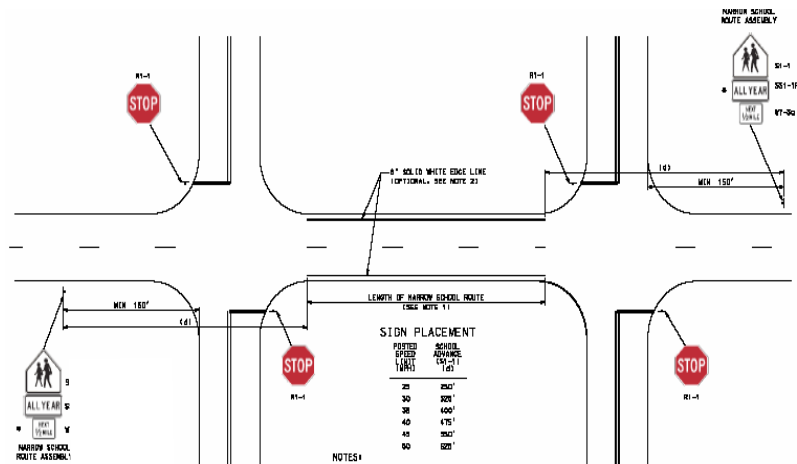
Figure 7 - END SCHOOL ZONE sign



Narrow School Routes

A Narrow School Route is a school route on the CARP where there are no continuous sidewalks and the paved shoulders of the existing roadway are less than three feet wide. Narrow School Routes are identified by a School Advance Warning sign and NEXT X MILES plaque. **Narrow School Routes must be marked on your Route Map.**

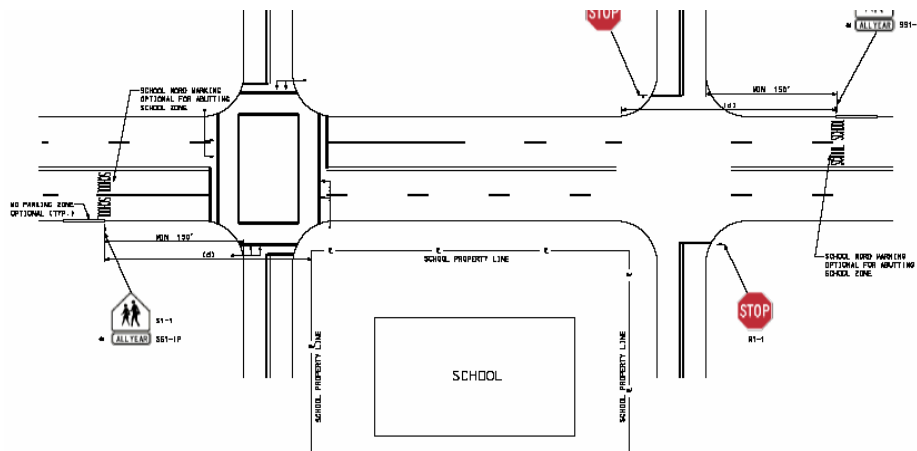
Figure 8 - Typical Narrow School Route



Abutting School Zones

An Abutting School Zone is the roadway adjacent to school buildings or grounds, including the approach to these areas, with no associated school crosswalk. Abutting School zones may be used if determined appropriate by engineering judgment. Use of Abutting School Zones around schools should be limited to avoid overuse of the signs. Overuse results in disregard for the school zones by drivers. An Abutting School Zone it is marked with the School Advance Warning sign. **Abutting School Zones must be marked on your Route Map.**

Figure 9 – Typical Abutting School Zone



School Bus Loading Zones

A School Bus Loading Zone is an on-premise or off-premise area designated for the loading and unloading of students from school buses. School Bus Loading Zones can be identified by either the School Buses Only symbol sign or the SCHOOL BUSES ONLY SIGN and by yellow-green curb markings for on-premise loading zones or by red or yellow curb markings for off-premise loading zones. **The location of School Bus Loading Zones must be marked on your Route Map.**

Figure 10 - SCHOOL
BUSES ONLY SIGN



Figure 11 - SCHOOL
BUSES ONLY SIGN



Crossings

TCSZ requires that signalized, stop-controlled, and yield-controlled crossings and intersection be identified in the CARP. Any type of crossing point along potential school access routes should be noted during the inventory. The crossing locations and intersections that should be identified are

- Signalized Crossings and Intersections
- Crossings at STOP and YIELD signs
- Grade Separated Crossings
- Marked Pedestrian Crosswalks
- Low Visibility Crossing Points
- Railroad Crossings

Signalized Crossings and Intersections

A signalized crossing is a location where a traffic signal controls vehicles and/or pedestrians at an intersection or crosswalk. Signalized crossing points are typically found at intersections but may be located where there is not an intersection. For example, a signalized crossing may be located in the middle of a long block to facilitate pedestrian crossings. Newer traffic signals commonly provide pedestrian actuators and symbolic “walk/don’t walk” indicators for pedestrian crossings. **All signalized crossings and intersections are required to be identified on the Route Map.**

Crossings at STOP signs and YIELD signs

Crossings at STOP signs or YIELD signs consist of a sign and a painted line on the roadway. These crossings may or may not have a marked crosswalk. Crossings at STOP signs provide added protection for pedestrians by requiring vehicles to come to a complete stop. **All stop-controlled and yield-controlled intersections and crossings are required to be identified on the Route Map.**

Grade-Separated Crossings

Grade-separated crossings physically separate crossings with high pedestrian traffic and vehicle flow. This type of crossing, a pedestrian bridge or tunnel, is commonly located where the roadway cross-section is wide: such as freeways and principal arterials. Common types of grade separated crossings are overpasses and underpasses. Because these facilities are costly in comparison to other crossing solutions they are used less often. The location of all grade separated pedestrian crossings should be identified on the Inventory Map.

Marked Pedestrian Crosswalks

Marked pedestrian crosswalks are painted on the road at some pedestrian crossing points. Crosswalks exist at every intersection where there is a sidewalk on at least one side of the street; however, not all of these crosswalks are marked. Crosswalks at mid-block locations must be marked, but crosswalks at intersections may be either marked or unmarked. The safety of marked versus unmarked crosswalks at non-signalized or non-stop controlled intersections is debatable but both offer significantly less protection to pedestrians than signalized or stop-controlled crossings. The location of all marked crosswalks should be identified on the Inventory Map.

Low Visibility Crossing Points

For pedestrian crossings to function safely, motorists and pedestrians need an unobstructed visual field between them. Street furniture such as utility poles and mailboxes or pedestrian enhancements such as trees and shrubs can obstruct the visual field. Children, due to their size, can also be hidden from motorists by parked cars. Low visibility crossing points are found near hills, sharp curves, driveways or any other location where driver visibility is obscured. . The location of low visibility crossing points should be identified on the Inventory Map.

Railroad Crossings

Railroad crossings expose pedestrians to special hazards. They differ from road crossings in that trains always have the right of way at crossings, and cannot stop or swerve to avoid pedestrians. Due to the additional danger presented by at grade pedestrian / rail crossings, the TCSZ requires the location of railroad crossings be marked in CARPs. School Districts are further required to notify the UDOT Chief Railroad and Utilities Engineer, in writing, of all locations where child access routes cross rail lines within the school district. **The location of rail crossings must be included in the CARP.**

Sidewalks/Multi-use Paths

The location and condition of sidewalks is not a required element of the CARP. Mapping every sidewalk on either the Route Map or Inventory Map may make the maps difficult to read. Sidewalk information is, however, critical to the development of your CARP. You should collect sidewalk data during your inventory to assist you in creating preferred walking routes. Although sidewalk locations should not be marked on your Route Map, you may want to identify areas where sidewalks are inadequate or hazardous on the Route Map and include more information in the text description.

Information that should be collected includes

- Roads without sidewalks
- Damaged or broken sidewalks
- Missing sidewalk curb ramps
- Existing multi-use paths
- Parking strips and curbs

Roads without sidewalks

The roadway shoulders accommodate pedestrian traffic on roadways without sidewalks; however, shoulders provide less protection for pedestrian than sidewalks. Roads without sidewalks should be identified during the inventory to allow facilitate child access routes that avoid these roads. If no practical alternative exists to placing child access routes on shoulders, the width of the shoulder should be measured. Narrow shoulders (less than 3 feet) can qualify for additional pedestrian markings under UDOT's Narrow School Route (see Section 5.3.6 for more information regarding a narrow school route warrant). Roads without sidewalks are not required to be identified in your CARP but they should be identified during the inventory.

Damaged or broken sidewalks

Damaged sidewalks present hazards to pedestrians. Sidewalks should be clear of obstructions and have a flat surface. The location of damaged / obstructed sidewalks should be noted during the inventory so that walking routes can avoid these locations when possible. Sidewalk condition is not required to be identified in your CARP but should be identified during the inventory.

Missing Sidewalk curb ramps

Sidewalk ramps allow children in wheelchairs, scooters, and other mobility aids to access sidewalks. Crossings that lack sidewalk ramps force these individuals to use the roadway, thus increasing the danger to them and passing motorists. The American with Disability Act requires road jurisdictions to construct sidewalk curb ramps whenever a road is built or altered. However, at existing roads and sidewalks that have not been altered, a city is not required to construct sidewalk ramps. As a result, many crossings do not have sidewalk curb ramps. Sidewalks that lack curb ramps are not required to be identified in your CARP but should be identified during the inventory.

Parking Strips and Curbs

Sidewalks that are vertically (curbs) and horizontally (planting buffers, park strips, ditches, swales) separated from travel lanes provide additional protection to pedestrians. A sidewalk at the same height as the roadway and a sidewalk directly adjacent to the road are less safe for pedestrian than those with a curb and park strip. Child access routes that utilize sidewalks with sufficient vertical and horizontal separations provide additional protection to students. The vertical and horizontal separation of the sidewalk from travel lanes should be inventoried in order to identify the safest walking routes possible. The vertical and horizontal separation of sidewalks from the roadway is not required to be identified in your CARP but they should be identified during the inventory.

Additional Inventory Items

Understanding the characteristics of vehicle traffic is important in creating effective route plans. Traffic information that should be collected during the inventory includes:

- Traffic Volume
- Traffic Speed
- Hazards Unique to the Area

Traffic Volume

Traffic volume should be considered in determining the best route for children. Roads with lower traffic volume have less exposure for pedestrians.

It is not necessary to count cars to determine traffic volume. In fact, traffic volume on a roadway will vary greatly over the course of a day. The recommendation is to assess the level of traffic during the times the children will be traveling to and from school. Traffic during those times could be subjectively graded Low, Medium, or High. This will provide a frame of reference for the Council during the planning process.

Traffic Speed

Traffic speeds should also be considered. Traffic speed is an important factor in determining preferred walking routes and crossing points. A child cannot judge vehicle speed as effectively as an adult. Speed information can be collected during the inventory by recording the posted speed limits for major streets within the school boundary and on minor streets near the school. Areas where traffic is consistently exceeding the posted speed limit should also be noted on the Inventory Map.

Hazards Unique to the Area

Many cities have geography, climate, or other hazards that are region specific. Hazards such as canals, flood potential areas, steep hills, or roads with high truck traffic should be identified during the inventory. The school community council needs to use judgment to identify hazards that are not listed but are specific to the local area.

3. Develop your school's Child Access Routing Plan

Schools are responsible for developing and submitting to UDOT Child Access Routing Plans, yet very few schools are fully aware of the Utah State Law or the range of resources available to help meet these important requirements. The requirements call for the following five elements, each of which is equally important in meeting the Utah law and providing for safe routes to schools.

- A. Consideration of On-Site Issues at the School*
- B. A Route Map which must be distributed to Parents*
- C. A Text Description to Accompany the Route Map*
- D. Consideration of Disabled and Special Needs Students*
- E. An Outline of Areas of Concern to be shared with partner jurisdictions*

Each of the requirements relates to critical components in the overall safety of children walking to school. The Utah Department of Transportation has developed this guide to explain the key components of the State Requirements and to assist each school not only meet the requirements of Utah Law but also take a step toward improving the health of our children.

3A. Consideration of On-Site Issues at the School

All school trips begin and end at the school. Since the school is the focal point of all school trips, it is important to determine how children should access the school safely. This section contains general guidelines for creating on-site school circulation plans.

The school boundaries should be a safe haven for students. Yet, student pick-up and drop-off areas can be one the greatest hazards for students and a fearful situation for parents. As children get older, they enjoy the unsupervised times before and after school and are often not focused on safety during pick-up and drop-off times.

The best way to identify on-site safety issues is to use a simple map or aerial photograph of the school. This “birds eye view” allows for a thoughtful approach to each of the issues detailed below. Aerial photography is rapidly improving and is widely available on internet sites such as: www.maps.google.com, www.virtualearth.msn.com, or www.terraserver.microsoft.com.

Recently constructed schools may have Computer Aided Design (CAD) drawings of the school site which can be printed to for hard copy maps. City and county government may also have aerial maps available for use. The aerial photo or site plan should show the school, school grounds, and adjacent streets. If neither of these is available, a hand-drawn, scaled drawing is best.

The following checklist should be used to develop an on-site circulation plan that identifies the preferred school access points for students who walk, bike, ride the bus, or are dropped off in private vehicles. Refer to the inventory map that you developed in Step #2 for location of items such as cross-walks drop-off zones, and bus loading/unloading areas. The final product should be a map of the school property that shows preferred walking routes from drop-off zones, bus loading/unloading zones, and parking lots to school entry points. The map should also show where students that walk or bike to school should access the school. The identification of these primary access points helps create safe and effective CARPs.

On-Site Safety Issues Checklist:

- _____ Separate different types of travelers and vehicles such as buses, private vehicles, bicycles, and pedestrians (*for more information, see page ____*).
- _____ Encourage loading and unloading on the right side of vehicles next to the curb or cross-walk (*for more information, see page ____*).
- _____ Load private vehicles and buses only in designated loading zones (*for more information, see page ____*).
- _____ Buses and private vehicles should pull in and out in forward. Proper design should eliminate the need for buses to travel in reverse (*for more information, see page ____*).
- _____ Consider the use of traffic cones and temporary channelization devices when converting play areas to accommodate pick-up and drop-off (*for more information, see page ____*).
- _____ On-site access routes should consist of well-maintained sidewalks or paths (*for more information, see page ____*).
- _____ Consider staggering arrival and departure times based on age or mode of travel to minimize congestion (*for more information, see page ____*).
- _____ Use school staff and older students or school staff to serve as “safety patrols” to direct students (*for more information, see page ____*).
- _____ Plan vehicle access to the school to be directional in nature (*for more information, see page ____*).

Separate types of travelers

All basic modes (pedestrians, bicycles, school buses, and cars) should be physically separated as much as possible from each other. The most important guideline for safe school access is to physically separate each type of traveler. By separating private vehicles, busses, and pedestrians, confusion and conflict is minimized. Care should be taken to avoid placing pedestrian access routes near private vehicle drop-off zones, bus loading zones and parking lots. By not placing pedestrian routes near these areas many potential pedestrian / vehicle conflicts can be avoided.

Although many schools may have limited ability to alter the design of existing facilities, operational changes can improve the performance of existing infrastructure. Enforcement of existing traffic controls around schools such as, bus only zones, do not enter signs, and no parking zones may improve traffic flow and prevent pedestrians, buses and vehicles from unnecessarily mixing on-site. If enforcement of existing traffic controls is insufficient to prevent modes from mixing on-site, operational changes to existing infrastructure (e.g. closing driveways to parents, remarking student drop off / pick up zones, using channelizing device) may improve the separation of modes.

Load/unload next to the curb

Students should be loaded and unloaded on the right side of the vehicle next to the curb/sidewalk. Where possible, private vehicle loading zones should avoid using multiple lanes for pick-up or dropping-off students. Loading and unloading students next to the curb prevents potential pedestrian/vehicle conflicts that can occur when multiple lanes are used in private vehicle drop-off zones. Bus stacking should be single-file with the right wheel to the curb in bus loading/unloading zones. The practice of loading and unloading student to the right minimizes potential vehicle/pedestrian and bus/pedestrian conflicts since students are not required to walk between buses and across driveways exposed to traffic.

Load/unload only in designated zones

Students should be loaded in designated loading zones only. Loading in parking lots, on adjacent streets, or across adjacent streets creates additional pedestrian / vehicle conflicts. Loading in parking lots is discouraged because students are difficult to see when they appear from between rows of parked vehicles. Students loading on adjacent streets may block traffic and are a potential safety hazard for passing motorists. Student loading across adjacent streets, in addition to problems listed previously, may also encourage students to jaywalk to access school facilities. These issues can be minimized by increasing the supervision of drop-off and pick-up times by school staff members.

Buses and private vehicles in drop-off areas should never travel in reverse

Bus loading zones should be located where buses are not required to reverse to enter or exit the loading area. Despite having large mirrors, buses have blind spots. These blind spots prevent drivers from seeing children that are behind the bus. To prevent accidents, bus loading areas should be designed that buses do not have to backup to access the loading area.

For the same reason, parents dropping children off at school should not back their vehicles up. Education of parents may be necessary to ensure compliance.

Use traffic cones

Traffic cones or other channelizing devices can be used to minimize pedestrian/vehicle conflicts in private vehicle drop-off zones. Streets, curbs, and sidewalks surrounding the school site primarily establish traffic circulation patterns near the school. However, cones, and other devices can be used for traffic control and access restrictions to modify or enhance these traffic patterns. The school should consider the daily use of traffic cones to enhance encouraged movements, and to prevent undesirable traffic patterns such as those listed above.

Use well-maintained sidewalks

All on-site access routes should use well-maintained sidewalks, or multi-use paths. Sidewalks and multi-use paths are the preferred facility for creating child access routes since they minimize potential obstructions and conflicts. Which sidewalks are used for accessing the school should be carefully considered since the selected on-site routes will be the starting point for developing CARPs. These routes will have some of the highest pedestrian volumes so minimizing potential conflicts is crucial. The selected sidewalks should avoid areas of potential conflict such as parking lots, parent drop-off zones, and bus loading/unloading zones.

Stagger arrival and departure times of students

If bus or private vehicle loading zones are insufficient to safely load/unload students, the arrival and departure times of students should be staggered. Staggering the arrival and departure times of students helps minimize bus and private vehicle congestion by spreading the number of vehicles arriving or departing over a larger amount of time. Channelizing devices and student patrols should be used to help enforce staggered arrival and departure times.

Use school staff and student patrols to direct students

School staff and student patrols should be used to help direct students and vehicles to appropriate areas. Many schools have a staff member supervise the loading and unloading of students. This is highly recommended. This person can help enforce restricted actions, maintain safe traffic flow, encourage safety, and educate students and parents.

Additional school staff and student patrols can be instrumental to facilitate the safe movement of both students and vehicles. They can help enforce the proper use of loading / unloading areas as well as staggered arrival and departure times. Care should be taken however to use staff in place of student patrols in hazardous areas or to complete complex tasks.

Directional movement of vehicles

Vehicle circulation at the school should be as directional as possible. Directional movement will reduce the number of potential conflicts between vehicles and pedestrians or bicyclists. Orderly traffic flow will also reduce the amount of time it takes for loading/unloading to occur. U-turns at the school should be strictly prohibited and enforced as necessary.

3B. A Route Map to be distributed to Parents

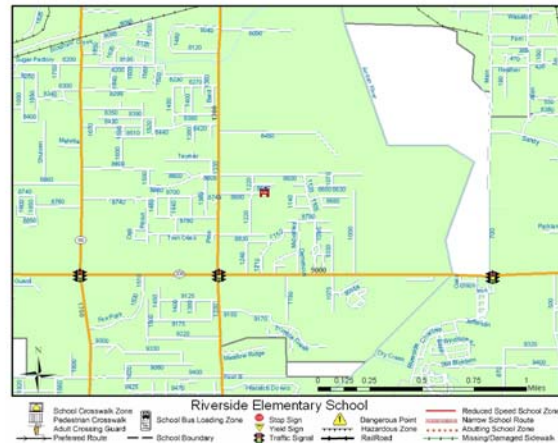
The route map must show the safest pedestrian route between each home and the school. The map must be clear so that parents can teach their children where to walk and bicycle so that children can take the first step towards a healthy lifestyle. Several elements are required on the Route Map

This section contains broad guidelines to consider when creating a preferred access routes. However, no toolkit can cover all possible elements that may need to be included in a routing plan. The school community council and school administrators should not limit themselves just to consideration of traffic or safety guidelines included in the toolkit. Consideration of other elements that are specific to the school or area is encouraged.

The goal of Child Access Routing Plans is to minimize the number of road crossings and exposures to other hazards as much as possible. In some cases minimizing hazards and road crossings will result in walking/biking routes that are longer than the most direct route. However, care should be taken to minimize the distance of each route or the selected route is likely to be ignored by children.

These guidelines will help school administrators select reasonable, walking/biking routes from neighborhoods to the school. The selected routes should be the preferred walking paths, given the existing pedestrian environment, and alternate routes. Some selected routes may have one or more areas with pedestrian safety concerns, but are the safest path available. Possible mitigation strategies and the warrant requirements of each are discussed later in this toolkit.

By using the inventory, on-site circulation plan, and the following guidelines, you can easily create the required route map and the accompanying text description. The same base map and mapping software (School Access Route Mapping Software, or SARMS) that was discussed in Step #2 should be used for developing the route map. As noted previously, some inventory items are not required to be submitted in your CARP but are needed to create effective and safe access routes. Due to this difference, we recommend that you create two separate maps, the inventory map and route map using SARMS. Once these maps are created in SARMS they can be easily modified in future years. For further assistance, please see the SARMS documentation.



Route Map Development Checklist:

- _____ Consider routes closest to the school first, where the most students will be affected, and work outwards from the school (*for more information, see page ____*).
- _____ Use sidewalks and paths and avoid using roadway shoulders (*for more information, see page ____*)
- _____ Cross at corners with signals or stop signs and avoid mid-block crossings (*for more information, see page ____*).
- _____ Group students (*for more information, see page ____*).
- _____ Preferred routes should walk along and cross low speed and low volume routes, where possible (*for more information, see page ____*).
- _____ Street crossing locations should consider sight visibility, traffic speed and volume, and other safety factors to designate the safest crossings (*for more information, see page ____*).
- _____ Use existing crosswalks and pedestrian facilities (*for more information, see page ____*)
- _____ Minimize the number of street crossings (*for more information, see page ____*).
- _____ Walk routes are not necessary to neighborhoods with busing and “hazardous” busing (*for more information, see page ____*).
- _____ Walk routes should consider the presence and continuity of sidewalks (*for more information, see page ____*).

Work outward from the school

Start at the school and work outward creating walking routes to all neighborhoods within the school boundary. Your on-site circulation plan shows the preferred school access points and these points serve as basis for creating walking / biking routes to school. By working outward from these points and selecting the preferred walking route to each neighborhood all students can be directed to access the school at the preferred access points.

Avoid using shoulders for routes

Avoid routing children along shoulders when possible. Many communities have streets and roadways that lack sidewalks. In such cases, roadway shoulders must accommodate pedestrians. When a roadway lacks sidewalks and alternative routes are not possible, children should be directed to walk on the outside edge of the roadway shoulder facing traffic. In areas where there are no continuous sidewalks and the paved shoulders of the existing highway are less than three feet wide the TCSZ allows for the marking of a Narrow School Route. Refer to Section 5.3.6 for the requirements for a Narrow School Route. Shoulder use within a Narrow School Route for pedestrian travel should be considered only an interim solution until separated walkways or sidewalks can be constructed.

Avoid mid-block crossings

Intersections where drivers are required to come to a complete stop offer the most protection for pedestrians. The best option for directing children to cross roadways is to have them cross at signalized intersections or 4-way stop controlled intersections. When there are no stop-controlled or signalized crossings nearby, the use of a mid-block crosswalk should be carefully considered since they offer less protection to pedestrians.

Group students

Group children along school access routes for improved visibility, security, and safety. A group of children improves awareness, increases driver compliance of stopping at crosswalks, and may justify the installation of more extensive crossing features. Care should be taken in selecting crossing points that there is sufficient sidewalk area so that children waiting to cross do not have to stand in the roadway.

Use low speed and low volume roads for routes

Designate routes along roads with lower speeds and lower traffic volumes. Roads with high speed and/or traffic volumes present additional hazards to pedestrians. It is best to avoid these roads when creating access routes.

Select the safest possible crossing locations

The information collected during the inventory should be used to select crossings to minimize hazards to students. Potential crossings should be analyzed based on road width, visibility, traffic volume, and traffic speed. Preferred crossings will have good visibility, a narrow road width, low traffic volumes and low traffic speed. Many crossings will not have all the preferred characteristics, but school administrators and school community councils should use their professional judgment on a case-by-case basis to choose the safest crossing point given the existing conditions.

Use existing pedestrian facilities

Maximize the use of existing pedestrian crossing facilities deemed to be safe (see guideline 4). Many traffic control devices have already been installed to facilitate pedestrian crossings and drivers may be familiar with these features already. Child access routes should be developed to use as many existing traffic control devices as possible such as, marked crosswalks, stop-controlled crosswalks, traffic signals, etc. If existing traffic controls are insufficient or should be removed, refer to Section 5.3.

Minimize the number of crossings

Care should be taken to minimize the number crossings on preferred walking routes. Fewer crossings mean less exposure for pedestrians to vehicles and improve driver regard for school crossings. Minimizing crossings will also increase pedestrian volumes at these crossings. Higher pedestrian volumes may warrant more extensive safety features. Money for pedestrian and school crossing enhancements is often limited, and by reducing the number of school crossings, jurisdictions can concentrate resources for school crossing enhancements that can benefit the greatest number of children.

Don't create preferred routes to neighborhoods with hazardous busing

If a school provides hazardous busing to students living in a particular area, do not select a preferred walking route to that area. The goal of creating a Child Access Routing Plan is to provide walking routes to parents and students that minimize the number of walking hazards for all students within the school boundary. However, if an area already receives hazardous busing it has been previously decided that it is hazardous for students to walk to school safely, and walking should not be encouraged.

Consider the presence and continuity of existing sidewalk

Sidewalks provide a designated area for pedestrians that is separated from traffic flow. Walking on a sidewalk is generally safer than walking on a shoulder. Existing sidewalks should be considered in planning the routes. It is also critical to consider any gaps in existing sidewalk to minimize pedestrian exposure to traffic at those points.

3C. Text Description to Accompany the Route Map

A picture is worth a thousand words. However, a text description that accompanies your CARP route map is necessary to fully explain your school's routing plan. The checklist below offers general guidance on topics to address although there are no specific text elements that are required. However, schools should be responsive to the questions and concerns raised by parents and provide a brief narrative to support key elements of the routing plan and address any concerns which might be identified.

Text Description Checklist:

- _____ Describe walking/biking routes and why these routes were chosen such as wide sidewalks separated from traffic, low traffic volume, etc.

- _____ Describe where walking/biking routes cross roadways and why these crossing points were chosen such as four-way stops, reduced speed school zone, etc.

3D. Consideration of Disabled and Special Needs Students

Promoting healthy lifestyles should not be limited to advantaged or physically fit students, but should be available to all students. Permanent and even temporary disabilities can make getting to school much more difficult. Consideration for disabled and special needs students will vary based on the students in each school and their specific needs. However, Child Access Routing Plans need to consider all students in determining safe routes to school.

Our consideration of safe routes to school for special needs students should rise to the challenges which these children face on a daily basis.

3E. An Outline of Areas of Concern to be Shared with Partner Jurisdictions

Child Access Routing Plans must be considered a constantly evolving process. Each year, the plan should improve upon itself. In addition, the best plans will require the attention of concerned parents and teachers, experienced traffic engineers, and once in awhile, we can all learn from our children. Child Access Routing Plans provide schools an opportunity to ask for help, and outlining the areas of concern will allow funding and institutional knowledge to be brought to the table. The plan should identify needed traffic improvements such as new sidewalks, new crosswalks, and other concerns. Experienced traffic engineers can address these concerns and ensure that they meet appropriate federal requirements for installation.



An important part of the year-to-year nature of the Child Access Routing Plans is to continually identify needs and shortcomings of pedestrian facilities. With these needs identified, the school district, city, and Utah Department of Transportation are better able to provide resources to help meet these needs and to fix problems where they exist. The following information is provided in order to help in determining and prioritizing needs as well as what short-term and long-term solutions might be available.

Needs Assessment

Many preferred walking routes will include some type of pedestrian hazard. Some of these hazards may be easily remedied while others may require expensive engineering solutions. These hazards can be addressed through education, enforcement, and/or engineering solutions. The specific solution will depend on the nature of the hazard, the funding available, and the timeframe for implementation. Often a combination of solutions is necessary to adequately address the problem.

This section contains a solution matrix to aid school administrators and community council in selecting appropriate solutions based upon the specific type of issue identified. The matrix is not a comprehensive list of all possible solutions but rather a starting point to consider short-term and long-term solutions to improve the pedestrian environment near schools.

In addition to the solution matrix, an overview of the requirements and costs for traffic controls and pedestrian treatments is provided to aid administrators in the selection of short and long-term improvements. Often the first solutions suggested by school administrators and school community councils are expensive engineering solutions. These types of projects must be budgeted for in advance since there are rarely immediate funds available. Many education and enforcement programs are as effective as engineering solutions, more cost effective, and can be implemented in a shorter time frame.

Table 2 - Solutions Matrix

Safety Issue	Potential Short Term Solution	Potential Long Term Solution
<ul style="list-style-type: none"> • Posted speed limit frequently exceeded 	<ul style="list-style-type: none"> • Enforcement 	<ul style="list-style-type: none"> • Reduced speed school zone • Traffic calming
<ul style="list-style-type: none"> • Insufficient bus and private vehicle loading / unloading areas 	<ul style="list-style-type: none"> • Staggered drop-off and pick up times • Carpools • Walking school bus 	<ul style="list-style-type: none"> • Additional loading and unloading areas • Off-site staging area
<ul style="list-style-type: none"> • Inadequate warning signs around the school • Poorly located signs <ul style="list-style-type: none"> ○ Not visible to drivers ○ Obscure visibility • Signs in poor condition 	<ul style="list-style-type: none"> • Provide or remove warning signs around school • Clear vegetation or relocate warning signs • Replace worn signs 	
<ul style="list-style-type: none"> • No sidewalks or sidewalks in poor condition 	<ul style="list-style-type: none"> • Grade shoulder • Mow vegetation 	<ul style="list-style-type: none"> • Repair existing sidewalks • Construct new sidewalks
<ul style="list-style-type: none"> • Insufficient crossings or poorly located crossings 	<ul style="list-style-type: none"> • Revise CARP 	<ul style="list-style-type: none"> • Provide new crossing
<ul style="list-style-type: none"> • Inadequate shoulder width for creating access route 	<ul style="list-style-type: none"> • Additional signage and striping with a Narrow School Route 	<ul style="list-style-type: none"> • Widen shoulder • Construct sidewalk
<ul style="list-style-type: none"> • Unmarked bike lanes • Lane markings in poor condition 	<ul style="list-style-type: none"> • Bike Safety Education 	<ul style="list-style-type: none"> • Mark bike lanes • Replace old line markings
<ul style="list-style-type: none"> • Poor visibility at crossings 	<ul style="list-style-type: none"> • Pedestrian Safety Education • Revise CARP 	<ul style="list-style-type: none"> • Clear Vegetation • Parking Restrictions near crosswalks • Relocate Crossings
<ul style="list-style-type: none"> • Poor access for people with disabilities 		<ul style="list-style-type: none"> • Install pedestrian ramps

Needs Assessment Checklist:

- _____ Determine if there are pedestrian safety issues in the area.
 - _____ Assess viability/effectiveness of short-term solutions such as speed enforcement and staggered pick-up/drop-off times. (For more information regarding short-term pedestrian safety improvements, see page _____).
 - _____ Assess viability/effectiveness of long-term solutions such as school crosswalk zones, traffic signals, etc. (For more information regarding short-term pedestrian safety improvements, see page _____).
- _____ Determine if additional traffic controls such as stop signs, traffic signals, etc. are needed in the area.

Short-Term Pedestrian Safety Solutions

Pedestrian safety improvements do not necessarily require changes to pedestrian facilities. Many education and enforcement activities can improve pedestrian safety as much as or more than engineering solutions. This section provides an overview of programs that can be implemented quickly and may be more cost effective than engineering solutions.

Enforcement

Enforcement of existing traffic and pedestrian laws is important to improve pedestrian safety. Visible enforcement encourages both drivers and pedestrian to obey the law.

Enforcement activities that can improve pedestrian safety include:

- Enforcement of parking restrictions near schools. Ticketing parents that are illegally parked near schools can help prevent traffic jams near schools during peak pick-up and drop-off times. Enforcement of parking restrictions can also improve dangerous crossings by improving the visibility for both pedestrians and motorists.
- Enforcement of speed limits near schools.
- Enforcement of vehicles stopping for pedestrians in marked or un-marked crosswalks. In Utah, vehicles are required to yield to a pedestrian in a crosswalk when the pedestrian is on or is approaching the half of the roadway which the vehicle is traveling.

Although enforcement activities can improve pedestrian safety, they are resource intensive and are rarely practical on an on-going basis. Enforcement should be considered in conjunction with other pedestrian safety solutions.

Staggered Pick-up/Drop-off Times

At schools with insufficient stacking space for parents to pick up or drop off students, traffic congestion may be a problem before and after school. Staggered pick-up/drop-off times can improve traffic by spreading the pick-up/drop-off times over a longer period.

Carpools/Walking School Bus

Walking school busses and carpools can reduce the number of private vehicles using drop-off / pick-up zones. By encouraging students to carpool, the number of vehicles using these zones can be decreased, resulting in better traffic flow. Similarly, walking school busses can result in fewer private vehicles using drop-off zones by increasing the number of students walking to school. Not only do walking school busses help improve traffic near schools but they may also improve student health. In the last 30 years, the number of students walking to school has decreased dramatically, while at the same time, the number of overweight children has increased significantly, with the number of obese children more than doubling in the last 30 years (CDC, 2002). Although the science is not clear cut, many public health experts believe decline in walking has played a pivotal role in the increasing incidence of childhood obesity. Implementing a walking school bus can help improve both improve the health of

students, and traffic near schools. For more information regarding the creation of walking school busses at your school please see www.walkingschoolbus.org.

Long-Term Pedestrian Safety Solutions

When considering the installation of new traffic controls, administrators and school community councils need to be careful to only identify the most pressing needs. The overuse of signs and traffic controls can cause drivers to become less responsive and attentive. Unnecessary installation of traffic controls lessens the value of those traffic controls that are warranted. The placement of signs, traffic controls and crossing treatments needs careful consideration and usually, engineering studies.

Detailed warrant information and guidelines for the installation of school pedestrian treatments are contained in the FHWA's MUTCD and Utah's TCSZ. For convenience, these school zone warrants and guidelines are briefly summarized here with cost estimates for each treatment. Cost estimates for these treatments are in 2003 dollars. These cost estimates allows school communities to actively consider long-term solutions to pedestrian safety problems. The MUTCD and TCSZ are subject to continuing revisions and the information presented here should always be checked with the most current version of MUTCD or TCSZ.

School Crosswalk Zones

School Crosswalk zones may be installed at crossings where there is substantial student pedestrian use before and after school. Figure _____ shows a typical student crosswalk signing and marking.

Guidelines for installation

School crosswalk zones are warranted if:

1. It is determined that the number of students crossing exceeds 10 students during a period from 45 minutes before school starts to 15 after the start of school or a period from 15 minutes before the end of school to 45 minutes after the end of school.
2. The average daily traffic at the crossing exceeds 500 vehicles; or, the traffic volume during either of these two periods exceeds 50 vehicles.

The standards above can be determined by either counts or projections. However, if projections are used, an engineering study needs to be preformed to verify the projections.

School crosswalk zones cannot be placed within 600 feet of another school crosswalk, or marked pedestrian crosswalk. For exceptions to the 600-foot spacing and other requirements see TCSZ p.7.

Cost

School crosswalk zones are a relatively inexpensive treatment. The school crosswalk zone consists of 4 signs and pavement marking. Signs typically

cost between \$50 and \$150 per sign, plus installation costs. The approximate cost for school crosswalk pavement markings is \$300 plus installation and maintenance cost.

Reduced Speed School Zones

Reduced Speed School Zones establish a 20 mph speed limit near a school crosswalk when indicated by flashers.

Guidelines for installations

Reduced Speed School Zones must first meet the requirements for a School Crosswalk Zone and be located on streets with a posted speed limit of 50 mph or less. If these conditions are met, then an **engineering study is needed** to determine if a Reduced Speed School Zone is warranted. The engineering study considers:

1. Vehicular and pedestrian volumes;
2. Available gaps in traffic;
3. The posted speed limit on the road;
4. The presence of a stop sign or traffic signal at the school crosswalk; and,
5. The type of school: elementary, middle, or high school.

Complete warrant information can be found in TCSZ Appendix B.

Cost

Reduced Speed School Zones with flashers are considerably more expensive than School Crosswalks. Reduced Speed School Zones with flashers cost approximately \$45,000 plus maintenance.

Traffic Signals in School Zones

Traffic Signals may be appropriate in locations where school children cross major roads. The installation of traffic signals at a school crossing is covered in the MUTCD Section 4C.06.

Guidelines

The MUTCD requires that engineering study be conducted to determine the frequency of gaps in vehicular traffic. If the gaps are of insufficient duration or frequency to allow the size of the group of children to cross, the installation of a traffic signal may be needed.

The satisfaction of the school crossing signal warrant does not in itself require the installation of a signal. The MUTCD suggests that when a signal is warranted, consideration should be given to other measures, such as school crosswalk zones, reduced speed school zones, school crossing guards, or grade separated crossings.

Cost

A typical signal installation in Utah costs approximately \$125,000.

Pedestrian Overpass/Underpass

Pedestrian overpasses and underpasses provide the most protection to pedestrian and least delay to vehicles. However, there are practical limitations to implementation.

Guidelines

Pedestrian overpasses and underpasses are expensive, with their cost being considerably influenced by site conditions such as existing buildings and utilities. In addition, such facilities have to be accessible to all persons, and require either elevators or long ramps to accommodate wheel chairs. The extensive ramping requires pedestrians to walk much further than they would have to by crossing at grade and studies have shown that pedestrians will not use an overpass or underpass if they can cross at grade in about the same amount of time.

Cost

Pedestrian overpasses and underpasses cost from \$400,000 to \$4 million depending upon site characteristics.

Sidewalks and sidewalk ramps

Sidewalks are the preferred facility for creating child access routes. Installing sidewalks can dramatically improve pedestrian safety since they provide significantly more protection to children than do shoulders.

Guidelines

Sidewalks are commonly constructed of concrete; however, less expensive walkways may be constructed of asphalt, crushed stone, or other materials if they are properly maintained and accessible. In rural areas a side path of these materials may be appropriate. FHWA and the Institute of Transportation Engineers (ITE) recommend a minimum sidewalk width 5 ft. with wider sidewalks near schools, transit stops or other areas with large pedestrian volumes. New sidewalks should have a buffer zone (park strip) of 4-6 feet to separate children from traffic.

Sidewalk ramps allow access between the sidewalk and roadway for anyone using a wheelchair, walker, stroller, and anyone with mobility challenges. These ramps are required by federal legislation at any intersection or mid-block location where pedestrian crossings exist. All newly constructed and altered roads must have sidewalk ramps and priority is given for upgrading curbs in areas near schools.

Cost

The cost for concrete sidewalk is approximately \$ 11 per square foot. For example, a 100' of sidewalk built at the minimum recommend width of 5' would cost approximately \$5,500. Sidewalk curb ramps typically cost \$800 to \$1,500 per ramp.

Narrow School Route

A narrow school route is a child access route as indicated on the CARP where there are no continuous sidewalks and the paved shoulder of the existing roadway is less than three feet wide.

Guidelines for installation

A Narrow School Route may be needed if the School Traffic Safety Committee has determined that no alternative access route or supplement means of transportation is feasible. The maximum length of a Narrow School Route is one mile in urban areas and two miles in rural areas. The School Traffic Safety Committee should review Narrow School Routes on an annual basis. The Narrow School Route should not be used as a permanent substitute for pavement widening or sidewalk construction.

Cost

The signs for a Narrow School Routes cost between \$50 and \$150 per sign plus installation and maintenance. A narrow school route may be signed by 3 assemblies in each direction depending on the length of the Narrow School Route and sign spacing.

Requesting Traffic Controls

The installation of additional traffic controls is determined by warrants as described in the previous section. Most warrants require engineering studies to determine if the traffic controls are needed. To request an engineering study on non-State Highways and Federal-Aid roads contact the appropriate city or county government listed in Section 6.2. To request an engineering study for State Highways and Federal-Aid roads contact the UDOT Region Traffic Engineer located in your area of the State. UDOT region contact information is provided in Section 6.1.

The responsibility for providing sidewalks and curbs belongs to the local city or county. For more information regarding sidewalk and sidewalk ramp construction contact the appropriate local jurisdiction about their capital improvement programs. Although local jurisdictions are responsible for sidewalks, UDOT provides funding for construction of new sidewalks adjacent to state routes where sidewalks do not currently exist under the Safe Sidewalk Program. The criteria for the Safe Sidewalk Program are:

- Be in an urban area or in an area that is urban in nature;
- Have significant pedestrian traffic; and,
- Local governments must match 25 percent in cash.

More information regarding the Safe Sidewalk Program can be obtained by contacting the UDOT Traffic and Safety Division.

4. Distributing the Child Access Routing Plan

A key reason for developing a Child Access Routing Plan is so that schools can more effectively work with the Utah Department of Transportation as well as local jurisdictions in developing and maintaining safe routes to schools. Getting the CARP to the right people is the first step in establishing that working relationship.

A. Submit to School District Traffic Committee

First, the School Community Council submits the Child Access Routing Plan for their school to the School District Traffic Committee. This is done every year, and needs to be submitted in time for the CARPs to be sent to UDOT and city and/or county governments by July 1st of each year. Contact your school district office for specific information on getting your CARP to the School District Traffic Committee.

Responsibility: School Community Council

B. Submit to appropriate roadway jurisdictions

After the School District Traffic Safety Committee reviews and approves the CARP for your school, they will submit it to the appropriate UDOT region office and the cities and/or counties that are affected by the plan. This should be completed by July 1st each year.

Responsibility: School District (through the Traffic Safety Committee)

C. Distribute to Parents

Finally, the principal of each school will distribute the CARP for their school to the parents of every child enrolled in the school. This will be done at the beginning of every school year. In addition, parents of students that enroll during the school year will receive a copy of the CARP as well.

Responsibility: School Principal

APPENDICES

UDOT Contact Information

Local Government Contact Information

Other?



InterPlan Co.

Transportation Planning

7719 South Main Street

Midvale, Utah 84047

(801) 307-3400 (801) 307-3451 Fax

www.interplanco.com